

Attachment 4.8 (b) (2) – Coordination with Education Officials

DVR updated its agreement with the Office of Superintendent of Public Instruction (OSPI) in 2008 to reflect the changes passed in amendments to the Individuals with Disabilities Education Act (IDEA). The agreement outlines each agency's overall role and responsibilities relating to the provision of transition services to high school students with disabilities. This agreement provides for the development and approval of an individualized plan for employment (IPE) before each student determined eligible for vocational rehabilitation services leaves the school setting or, if DVR is operating under an order of selection, before each eligible student able to be served under the order leaves the school setting. Under this agreement, DVR routinely consults with and provides technical assistance to high schools and educational agencies in planning for the transition of students with disabilities from school to post school activities, including vocational rehabilitation services. DVR's agreement with OSPI also states that DVR will coordinate services with students' Individualized Education Plans (IEP). The Interagency Agreement lays the groundwork for DVR's roles and responsibilities. Specifically, DVR is financially responsible for "administering services to youth who meet...eligibility criteria to receive vocational rehabilitation services and who need vocational services outside the scope of the school district's FAPE (free appropriate public education) responsibility."

The DVR/OSPI agreement lists several procedures that are to be used to increase the number of students identified as needing transition services as well as ensuring that the services are provided as soon as possible. Some specific procedures include:

- Assigning a VR Counselor liaison to each high school.
- Developing a system to exchange and disseminate data and information.
- Working with county/community councils to provide training and technical assistance relating to transition services.
- Providing DVR outreach to increase education about DVR services to underserved populations and students with disabilities.

In addition, the agreement sets the expectation for DVR to provide a VR Counselor assigned as a liaison to every public high school in the state. A list of liaison assignments is available on several education-related web sites, as well as the DVR and the OSPI web sites. DVR transition liaison counselors conduct periodic outreach and ongoing consultation to teachers, students, families and others in the education community.

The DVR Customer Services Manual provides guidance to the VR Counselor that the IPE is to be coordinated with the IEP and development of the IPE should begin, if feasible, prior to the student leaving the school setting.

The DVR Area Managers have responsibility for working with counseling staff to ensure quality transition services are provided.

Below are some examples of specific transition projects DVR is involved with:

- In Snohomish County DVR participates on a countywide “Transition Council.” The Transition Council meets once a month. The council is comprised of Snohomish County DD, the various schools (transition teachers and school psychologist), DVR (transition counselor and work source liaison), many CRPs and interested parents. DVR has made presentations on various topics as well as planned events (transition fairs for example). Sometimes many of the special education directors will attend to help DVR address specific service needs.
- One of the DVR Supervisors in Spokane is the Chair for the Workforce Development Council’s Youth Council. The Youth Council has been involved in hosting “Youth Career Fairs” for high school students from the Spokane area. Additionally the Youth Council opened a new “Next Generation Zone” and has worked to develop a website for youth, www.nextgenzone.org.
- Several DVR offices throughout all three regional areas have also begun using the “Project Search” model. Project Search is a collaboration between education and industry that is a business centered approach focusing on innovative jobs, non-traditional jobs, and on-site training. It is targeted for students whose main goal is competitive employment. The program takes place in a health care or business setting where total immersion in the workplace facilitates the teaching and learning process through continuous feedback and application of new skill.
- “Passport to Success” is a program utilized through DVR’s staff at WorkSource Yakima to assist disabled youth to utilize job seeking services. The program connects DVR WorkSource Yakima, Davis High School, and Disability Navigators from Provident Horizon Services. The classroom instructor uses the Magellan program to assess students who then go to the WorkSource to attend a Modified Job Hunter series tailored to youth. DVR is involved in the classroom presentations as well as helping with orientation to WorkSource.
- DVR is involved with the Yakima County Transition Council. This committee is comprised of DVR, the Division of Developmental Disabilities, Yakima County Developmental Disabilities, Special Education Directors, the Educational Service District 105 Transition Coordinator, a parent representative, a CRP provider, Workforce Development Council (WDC) Youth Contractors, and WDC Transition staff. The group works together to improve transition services and post-school outcomes for county disabled youth. The group has come up with 5 core outcomes of concentration for transition youth: employment, post secondary education, post secondary training, agency links, and engagement. The group feels it is imperative for youth to have activities geared toward one of these 5 outcomes.
- King County School-to-Work is a cooperative program between King County School-to-Work and DVR. The purpose of the program is to provide developmentally disabled students with vocational services and experiences that culminate in employment prior to their exit from the school district transition

program. The intent of the program is to achieve paid employment by June 30th of the exit year. At the very least the program secures linkages with DVR and CRPs well before the student's exit from the transition program. Services typically begin in the summer school to work program which has historically offered paid internships to students in the summer prior to their last year in the transition program. Vendor linkages are typically made in the spring of the year prior to the last year of the transition program. Vendor linkages are a joint venture between the family and King County School to Work.

- In Whatcom County DVR is involved with the "Transition Team Road Show." This is a collaborative team effort involving a DVR Transition VRC, the Whatcom County Developmental Disabilities coordinator, the lead DD case manager, and ARC of Whatcom County. This team has created trainings on topics of interest to parents, teachers, and students that has been delivered to all 12 high schools in Whatcom County. Training topics have included: Understanding Benefits, Navigating Agencies and Systems, Next Steps After High School, Goal Setting & Career Choices, Person Centered Planning, Building Community Supports, and Disability Resources.
- In Skagit County DVR is involved with the "Monthly Transition Round Table." This is a monthly meeting open to all interested Transition Service Providers in Skagit County. Resources, events, trainings, and activities are shared at this monthly meeting. This forum has also been used to strategize how to build transition services and outreach to areas and schools in the county where transition services are limited.
- DVR is working to include students with disabilities in WorkSource Navigation 101 (secondary) and Navigation 102 (post-secondary) training.

DVR also maintains a strong liaison relationship with the Washington School for the Deaf (WSD). Each fall the Statewide Coordinator of Deaf Services (SCD) contacts WSD for a list of junior and senior students and distributes this information to the students' hometown Rehabilitation Counselors for the Deaf (RCD). The local RCD then assumes responsibility for arranging a meeting with the student to begin the application process. SCD follows up in the spring with WSD and the local RCDs to facilitate any additional transition needs. DVR maintains a presence on the campus of WSD through participation in the annual transition fair and periodic communications by the SCD with WSD.

Additionally, DVR is shifting the focus of its Title VII, Part B funds contracts with Centers for Independent Living to a transition focus in FFY 2009.